

THE TRIAD IN CLINICAL PRACTICE

Clinical Practice is a team effort that encompasses the Teacher Candidate, Cooperating Teacher and the Clinical Practice University Supervisor in a 'Triad' of shared responsibility and collaboration. Additionally, university faculty, the school site administrator, the Program Coordinators, and the SOE Clinical Practice Coordinator support the healthy collaboration and effectiveness of the Triad. Each member of this team has a vital role to create the best possible Clinical Practice experience for future teachers. The role and responsibilities of each team member are described below.

TEACHER CANDIDATE RESPONSIBILITIES: Teacher Candidates should demonstrate professional dispositions while representing Cal Poly in the field. The success of a Teacher Candidate often depends on attitude and professionalism more than any other factors.

- Be familiar with and actively involved with the Clinical Practice Observation Protocol, Observation Tool, and Learning Modules, described throughout this Handbook.
- Develop lesson plans and units of instruction appropriate to the curriculum, the cooperating teacher and the school.
- Be professional and open when receiving constructive feedback offered by the Cooperating Teacher and Clinical Practice University Supervisor.
- Prompt attendance is essential. Notify the school-site secretary, Cooperating Teacher, and University Supervisor in case of absence due to illness. Absences for reasons other than illness must be approved by your University Supervisor and Cooperating Teacher and may require make-up time. Observe district holidays during Clinical Practicum, NOT Cal Poly holidays, unless otherwise notified. Do not observe Cal Poly holidays if your school district is in session. In addition, if the school district has a holiday but Cal Poly is in session on a day that you have a course at Cal Poly, you are expected to attend your class at Cal Poly.
- Dress professionally, appropriate to the school site.
- Be conscientious and sensitive in dealings with students, school staff, cooperating teachers, parents, and Cal Poly faculty and staff. Treat information learned about students and parents in the course of this assignment as confidential knowledge, except when it is the legal responsibility of the teacher candidate to do otherwise.
- Follow federal FERPA guidelines for protecting the identities of students, including likenesses in photographs or videos (such as with Edthena or for edTPA submission). Teacher Candidates should inquire **and verify** if the school site has video/image release forms on file for every student in the classroom and should use a Cal Poly approved media release to obtain permissions if needed. Videos and photos of minor students should only be used for educational purposes and should never be posted to a personal social media page.
- Be aware of your accounts on Facebook, Twitter, or any other social media website. Your posts can potentially have you removed from your clinical placement, the program, and possibly affect your teaching career.
- Be responsible for carrying out the legal responsibilities of classroom teachers when and if you assume substitute-teaching responsibility in your assignments (i.e., confidentiality, child abuse, etc.), pursuant to California Penal Code Section 11166.5.
- Respond to required assignments, evaluations, and surveys of your clinical practice experience.

COOPERATING TEACHER RESPONSIBILITIES: The Cooperating Teacher plays a very important role during clinical practice, serving as teacher educator, resource person, role model, helper, critic, and confidante. At the same time, however, the Cooperating Teacher bears primary responsibility to his or her students. Their learning must be a top priority at all times.

- When possible, meet with the Teacher Candidate prior to the beginning of Clinical Practice to provide initial orientation to the classroom and the experience.
- Provide opportunities for the Teacher Candidate to function as a professional colleague during clinical practice and encourage the Teacher Candidate to become involved in professional organizations and to participate in other professional growth opportunities, such as school district workshops.
- Assist the Teacher Candidate in refining and developing skills related to subject matter teaching.

- Provide consistent/ongoing supervision and evaluation of the Teacher Candidate's work, treating the Teacher Candidate as a 'Co-Teacher' in lesson planning, instructional delivery, assessment, and reflection processes.
- Provide feedback on the clinical practice program to the CTC and to Cal Poly, as requested.
- Engage in professional development and training opportunities, as required by the CTC and the SOE.

CLINICAL PRACTICE UNIVERSITY SUPERVISOR RESPONSIBILITIES: The Clinical Practice University Supervisor is a key member of the supervisory team, with responsibilities that are similar to, but also somewhat different from, those of the Cooperating Teacher. The Clinical Practice University Supervisor is the primary evaluator. In consultation with the Cooperating Teacher, it is the Clinical Practice University Supervisor who determines the grade that the Teacher Candidate receives.

- Lead efforts to coordinate and inform the Teacher Candidate and Cooperating Teacher about the Clinical Practice structure and requirements.
- Support the Teacher Candidate and Cooperating Teacher to understand the Clinical Practice Observation Protocol, Observation Tool, and the criteria used to evaluate performance.
- Visits, observes, conducts instructional conferences, and cooperatively supervises the Teacher Candidate. This typically includes a minimum of four observations per quarter, and any required mid-quarter and final assessment conferences as outlined by the program.
- Cooperatively completes and submits evaluations for the Teacher Candidate. Considers Cooperating Teacher input when identifying the appropriate grade for the teacher candidate.
- Submits grades by the grading deadline via procedures defined by Academic Records
- Provide feedback on the clinical practice program to the CTC and to Cal Poly, as requested.
- Engages in on-going professional development opportunities, as required by the CTC and the SOE.

SCHOOL DISTRICT & SCHOOL SITE RESPONSIBILITIES: The districts and the school sites are responsible for providing a supportive environment for the Teacher Candidate.

- The principal is encouraged to participate in the orientation process that helps to introduce the Teacher Candidate to the unique education environment at the school site, including: school rules, discipline policies, curriculum, school map, district map, location of support personnel, materials, district polices, professional responsibilities associated with the teaching profession, and the legal implications thereof.
- The site principal may be asked to observe Teacher Candidates by the Cooperating Teacher and/or Clinical Practice University Supervisor.
- The school district and the Clinical Practice Coordinator will collaborate in selecting Cooperating Teachers and assigning placement of Teacher Candidates in a timely fashion.

CO-TEACHING

A key component of effective clinical practice is understanding that a teacher candidate and a cooperating teacher are engaged in co-teaching. That is, they are both working to further the growth, development, and learning of a classroom of children. As such, the nature of their relationship is key to how well they engage in co-teaching. Close communication is needed to determine how they will each contribute to the running of the classroom and the conduct of instruction. In a well-developed co-teaching relationship, the Teacher Candidate and Cooperating Teacher work together daily in lesson planning, conducting instruction, and evaluating student learning from assessments. There are a variety of specific instructional strategies that have been defined to assist Cooperating Teachers and their Teacher Candidates in identifying ways they can choose to work together during classroom instruction. Examples are: One Teach, One Observe; One Teach, One Assist; and Station Teaching. Further information about co-teaching strategies and co-teaching as a concept are provided by the program via other documents.